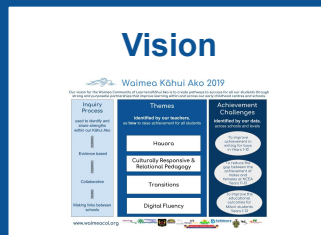


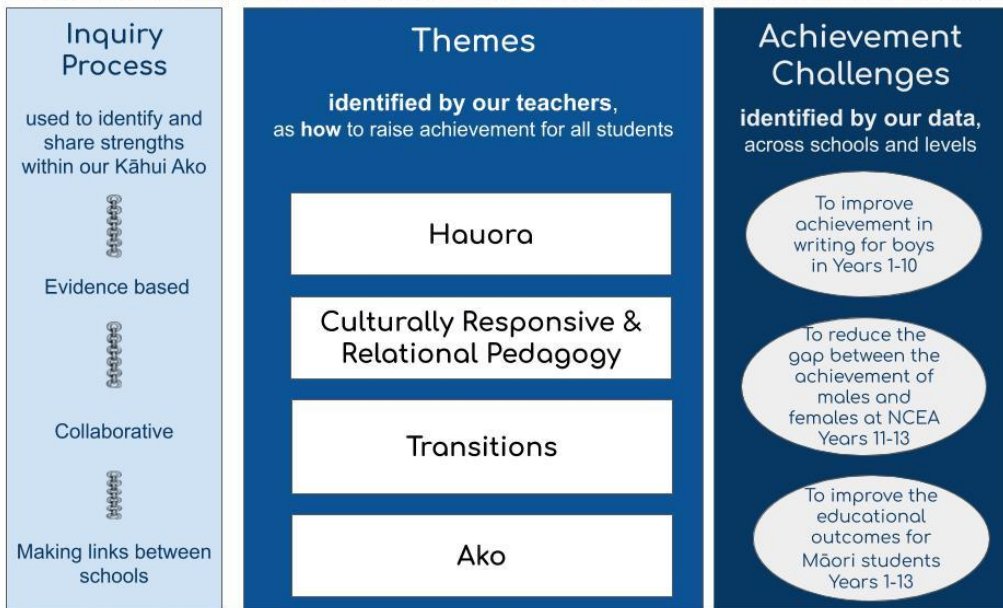


The 2020 strategic plan comprises of 9 sections, each with an inquiry question, action plan and across school teacher connections.

Inquiry questions have been designed to reflect the feedback gathered in the mid 2019 strategic review.



Our vision for the Waimea Community of Learners/Kāhui Ako is to create pathways to success for all our students through strong and purposeful partnerships that improve learning within and across our early childhood centres and schools.





<p>Pathways: ECE to Primary</p>	<p>Te Whāriki and the key competencies of the New Zealand Curriculum will be used to create a shared language of successful pathways between Early Childhood and Primary schools</p>
<p>Pathways Between Schools</p>	<p>Transition processes will be improved between schools to enhance student wellbeing and share relevant information</p>
<p>Cultural Relationships for Responsive Practice</p>	<p>Implementation of cultural relationships for responsive practices will enhance student engagement, well-being and achievement</p>
<p>Assessment</p>	<p>Investigate how the use of standardised assessment practices will impact student learning and engagement over key transition points</p>
<p>Pedagogy in Maths</p>	<p>Upskill teachers in Mathematics to reflect culturally responsive practice and current teaching pedagogies</p>
<p>Restorative Practice</p>	<p>Use restorative practices across our 12 schools to improve pro-social behaviour</p>
<p>Te Ao Māori & Localised Curriculum</p>	<p>Improve teacher capacity in integrating Te Reo and Te Ao Māori across the curriculum to support learning for Māori students</p>
<p>Wellbeing & Attendance</p>	<p>Implement student well-being and pro-social strategies to improve student engagement and attendance</p>
<p>Ako</p>	<p>Share teaching and learning resources, practices and pedagogies across our 12 schools to support continuity of learning across pathways</p>

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How can Te Whāriki and the key competencies of the New Zealand Curriculum be used to create a shared language of successful pathways between Early Childhood and Primary schools?

- Where are the commonalities between curriculums?
- What does this look like at ECE / Primary school?
- How can this be communicated with family / whānau?
- How does this impact on continuity of learning?
- How can effective networking taking place between ECE / New Entrant teachers in order to participate in professional learning?

Goal	What Will be Actioned?	How / Resourcing / Who	Timeframe
To bring ECE and primary school sectors together to share ideas / build capacity and understanding in relation to the 2 curriculums	<p>Invitation to all involved to meet</p> <p>Organise guest speaker / facilitator to workshop relating to 2 curriculums initially</p> <p>Common themes identified - common language for pathways</p>	<p>After school meeting All invited</p> <p>Glenda - Sarah to meet first</p> <p>Use of RTLB to support</p> <p>Use this as a catalyst for future meetings</p>	Term 1 2020
Run future workshops with ECE / Primary teachers on each theme or identified areas for development	<p>Invitation to all involved to meet</p> <p>Organise guest speaker / facilitator to workshop relating to 2 curriculums initially</p> <p>Common themes identified - common language for pathways</p>	<p>After school meeting All invited</p> <p>Glenda - Sarah to meet first</p> <p>Use of RTLB / ASTs /WSTs team to facilitate</p> <p>Connect Week - T2</p>	<p>One meeting per term based on curriculum or Ako theme</p> <p>Term 2</p>
Investigate opportunities for collaboration across the Kahui Ako within Nelson/Tasman region	<p>Glenda / Sarah H to meet to discuss opportunities and focus</p>	<p>After school / evening meeting</p> <p>Meet with across KA leaders initially</p>	Term 3 - 4

Across School Teacher connections:

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How can transition processes be improved between schools to enhance student wellbeing and share relevant information?

- What good practice is happening already to support effective transition between centres?
- What information is important to leadership / teachers in order to reduce the anxiety of students when moving into new environments?
- How can anxiety for parents / whanau be reduced throughout transition processes between centres in order to support successful transitions for students?
- How can information be shared efficiently and ethically (sensitively) in order to support effective transition between learning centres?

Goal	What Will be Actioned?	How / Resourcing / Who	Timeframe
<p>Collect information / data on what practices are currently employed by contributing and receiving schools.</p> <p>Enhance student well-being when transitioning schools</p>	<p>Highlight good / best practices to other schools.</p> <p>Investigate factors causing negative wellness for students, teachers and whanau.</p> <p>Work with schools to survey stakeholders</p>	<p>Transition discussions with teachers / staff responsible</p> <p>Survey year 8 cohort</p> <p>Survey year 9 cohort</p>	<p>2019</p> <p>Term 4 2019</p> <p>Term 1 2020</p>
<p>Streamline targeted information sharing systems to ensure efficient, effective and ethical information sharing</p>	<p>Increase links between contributing and receiving schools</p> <p>Identify the information needs of each stakeholders</p> <p>Create information pathways between SMS that enable timely sharing</p>	<p>Sarah and Nic to facilitate</p> <p>Ongoing discussions / survey results</p> <p>Andy - Etap</p> <p>MoE</p> <p>KAMAR Admin</p> <p>SENCOs / Deans</p> <p>/RTL</p>	<p>Ongoing from Term 4 2019</p>

Across School Teacher connections:

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What impact does the implementation of Cultural Relationships for Responsive Pedagogy have on student engagement, well-being and achievement?

- What do we mean by Cultural Relationships for Responsive Pedagogy?
- How will the impact of the PLD be measured?
- To what extent does using deliberate Cultural Relationships and Responsive Pedagogy strategies in a pathways plan from Year 8 to Year 9 have on student attendance and wellbeing?

Goal	What Will be Actioned?	How / Resourcing / Who	Timeframe
Provide opportunities for teachers to upskill, increase capacity, through PLD	Connect Week, Term 2, 2020 - teachers within Kāhui Ako Tania to provide PLD sessions to staff when requested	Connect Week, early Term 2, focus on successful teaching pedagogies AST - Tania with support from Sarah	Terms 1 and 2, 2020 As requested
PLD opportunities for individuals, groups, school wide and across the Kāhui Ako	Poutama Pounamu PLD through kaiwhakaako and ākonga participants	Current (2019) staff - (eight teachers) in six schools. Potential for 2nd intake to further increase the spread of knowledge	Terms 1, 2, 3, 4 To be confirmed by Waikato University 2020
Increase Cultural Relationships for Responsive Pedagogy actions within our school systems such as pathway into secondary schools	Identify best practice and current research - then share across schools through AST and within schools	Sarah to inquire about best practice and extend further the pathway programme at Garin College from Year 8 to Year 9. Within school teachers, contributing schools	Terms 1, 2, 3, 4.
Share current and developing resources and ideas around Cultural Relationships for Responsive Pedagogy strategies	Website resource Connect week Within school hui	AST's, WST's and Sivina Jacobs	Terms 1,2, 3, 4

Across School Teacher connections:

Sarah Rankin and Tania Alesana

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What impact will the use of standardised assessment practices have on student learning and engagement over key transition points?

What successful assessment practices enhance student learning and engagement?

- What information will Centre for Evaluation and Monitoring test (CEM) or alternative testing provide?
- How will the testing be carried out to ensure validity of data?
- What impact will the testing have on student well-being?
- How can the information gathered be used to support student learning and engagement?

Goal	What Will be Actioned?	How / Resourcing / Who	Timeframe
Investigate the use of Centre for Evaluation and Monitoring (CEM) as a standardised data tool	Identify what is used already. What information will be provided and is it as useful as other tools? How can it be used to inform teaching and learning and class placement? How can the tool be administered to ensure validity?	Visit schools to gather information Discuss tool with University of Canterbury. Nic and Glenda to investigate administration practice. Principal discussion	Term 1 2020
To ensure standardised testing tool does not impact negatively on student well-being	Identify factors causing negative impact on student achievement. Suggest best practice or consistent practice guidelines for administration	Discuss with DPs, deans, middle leaders the current administration practices Investigate University of Canterbury's administration practices	Term 2 2020 Term 2 2020
How can a chosen assessment tool integrate with current SMS systems?	Work with E-tap and KAMAR to investigate how this will work Discuss with MoE where their processes are at in terms of integration of systems	Nic and Glenda to investigate and then work with administration staff	Term 3 2020
To introduce a standardised assessment tool at key transition points	Standardised assessment trial at year 6 and year 8	Schools contribute to cost of testing Administration of testing standardised	Term 4 2020

Across School Teacher connections:

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How can teachers upskill their teaching practice in Mathematics to reflect culturally responsive practice and current teaching pedagogies?

- How will we build capacity in teachers in Mathematics pedagogy?
- How can this be communicated with family / whānau?
- How will this impact on continuity of learning?
- How can effective networking taking place between teachers across schools and levels in order to participate in professional learning?
- How can we transfer the professional learning from maths into other curriculum areas?

Goal	What Will be Actioned?	How / Resourcing / Who	Timeframe
To bring the sectors together to learn, share ideas / build capacity in the teaching and learning of Mathematics	Invitation to all schools to be a part of DMIC PLD	Glenda to apply for funding for PLD for DMIC Glenda to liaise with Waikato University and schools participating Individual schools responsible for release time component of programme	Term 4 2019 Term 4 2019 Term 1 2020 From Term 1 2020
Provide the opportunity for teachers to make links across levels/schools and share their learning more widely	Through DMIC PLD and through Connect Week workshops, bring teachers across levels and schools together to share and improve their understanding of what Mathematics teaching looks like at different levels and the pathway their students are on.	Connect Week workshops in various curriculum areas WST feedback from schools involved Collaboration with schools involved in DMIC project	Term 2, 2020 From Term 2 2020
Investigate how the professional learning from DMIC can be transferred to other curriculum / school areas	Collaboration within and across schools to identify best practice / pedagogy	Release time for teachers - provided by schools involved Glenda / Andrew to co-ordinate this	Term 4 2020 Term 1 2021

Across School Teacher connections:

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What impact could restorative practices across our 12 schools have on pro-social behaviour?

- What consistent themes / messages / language / values will be important?
- What impact could this have on student pro-social behaviours?
- How can the impact of restorative practice be measured?

Goal	What Will be Actioned?	How / Resourcing / Who	Timeframe
Identify the values system in each school	By identifying the values system in each school similarities / commonalities will be made, linking the language across settings	Visits to each school to gather information Meet as an AST group to define common language Share this across the Kahui	Term 1 2020
Identify current restorative practices in schools.	Use a DP connect meetings (Deputy Principal meetings once per term in terms 1-3) to find out what is happening in schools.	Collate current practices and identify needs.	Terms 1 & 2
Offer PLD opportunities for staff/schools	Use the language of restorative practice will allow a common understanding across settings to support successful pathways for students	Marg Thorsborne - 3 day workshop for DPs/Deans? depending on interest and finance. Greg Jansen (MoE accredited) could be offered to individual schools.	Terms 2 & 3
To identify a way to measure the impact of aligned restorative practices on student pro-social behaviour	Measure the impact	Possible ways to measure impact: repeat stand-down data, wellbeing@schools survey, measure teacher confidence in using restorative practice	Term 4

Across School Teacher connections:

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What impact will improving teacher capacity in integrating Te Reo and Te Ao Māori across the curriculum have on Māori students?

- How can we raise teacher capacity through shared resources?
- What impact could this have on student belonging and engagement?
- How can this impact be measured?

Goal	What Will be Actioned?	How / Resourcing / Who	Timeframe
Provide local pūrakau/ stories and other resources for teachers to use across the Kāhui Ako, in class with teachers	Share pūrakau/ stories and resources	Kāhui Ako Web Site Local iwi WST hui	Terms 1 - 4
Offer PD for staff to upskill their knowledge and understanding of Te Tiriti o Waitangi and Te Reo	Website resource sharing platform Introduction of C.P.R (Curriculum Programme Resource) PD Sharing of Te Reo Kori resources	Kāhui Ako AST Connect week AST P.E staff	Terms 1 - 4
Promote and celebrate cultural activities across the Kāhui Ako	Waimea Kāhui Ako Cultural Festival	Kāhui Ako AST	Term 2

Across School Teacher connections:

Tania Alesana and Sarah Rankin

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What impact does the implementation of student well-being and pro-social strategies have on student engagement and attendance?

- What impact does the implementation of staff well-being initiatives have on improved student learning?
- What initiatives could be implemented to have the greatest impact on student well-being?
- How will these be shared across the Kāhui Ako?

Goal	What Will be Actioned?	How / Resourcing / Who	Timeframe
Provide a mana-enhancing environment for older/younger student in our Kāhui Ako. Connect older/younger students from their community so that they have a sense of place and belonging.	This Tuakana Teina mentoring program will be with the 5 rural primary schools and Waimea College students. It provides reciprocal trust and confidence building environment benefiting all parties involved.	5 schools, 20 Waimea College students, 20 primary students, 2 AST and WST teachers and principals from those schools	2 mentoring sessions per school per term. Lasting until the end of 2021.
To increase understanding and awareness of wellbeing and positive education across staff in the kāhui.	Use of connect weeks and within school teachers to share good practice.	Connect weeks, within school hui, across school teacher visits to schools, Ara Simmons PLD hours.	Throughout 2020
To research evidence based practice that improves attendance, and share this with schools.	Research and collate evidence of successful practice, share via connect week	Gus Shirley to research and share.	Throughout 2020.

Across School Teacher connections:

Gus Shirley and Andrew Ricciardi

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What impact will sharing of teaching and learning resources, practices and pedagogies across our 12 schools have on understanding pathways?

- What impact will this have on student engagement, teacher motivation and student achievement? How can this impact be measured?
- Digital: what consistent themes / messages / language will be important at each level?
- Digital: what impact could this have on student online pro-social behaviours at school and at home?

Goal	What Will be Actioned?	How / Resourcing / Who	Timeframe
Connect teachers across our schools to share practice	Connect week opportunities for teachers across levels to meet around curriculum areas	Across school team to organise Resources and presentations to be shared via website.	Term 2 or 3 Connect week.
Provide expert speakers or facilitators to challenge and extend pedagogy.	Keynote speaker for teachers only day Facilitators in connect weeks	Across school team to organise	Term 1, 2 and 3
Identify what is being taught in each school in the area of digital citizenship	By identifying the digital citizenship teaching in each school similarities / commonalities will be made, linking the language across settings.	Schools invited to send a representative to hui with their school programme/teaching resources/ideas to share	Term 1 2020 hui Term 2 work on document either online or in person
Create some digital guidelines for common understandings across settings to support successful pathways for students	A set of guidelines will be developed and shared as to what we should aim to cover in each level (age appropriate)	Share guidelines and resources via the Kāhui Ako website.	Term 3 2020
Share digital teaching ideas and resources across schools	Link resources to the Kāhui Ako website, as a platform for teachers to access planning and ideas across levels.	Janine to put together for website.	Term 3, 2020

Across School Teacher connections:

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